

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Dr. Tracie Doe

Official School Name: Timber Ridge Elementary School

School Mailing Address: 5000 Timber Ridge Road
Marietta, GA 30068-1529

County: Cobb State School Code Number: 0491

Telephone: (770) 642-5621 E-mail: tracie.doe@cobbk12.org

Fax: (770) 642-5623 Web URL: http://www.timberridge.typepad.com/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Fred Sanderson Superintendent e-mail: Fred.Sanderson@cobbk12.org

District Name: Cobb District Phone: (770) 426-3300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Allison Bartlett

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 69 Elementary schools
(per district designation) 25 Middle/Junior high schools
16 High schools
4 K-12 schools
114 Total schools in district
2. District per-pupil expenditure: 7788

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	6	0	6		6	0	0	0
K	38	47	85		7	0	0	0
1	46	48	94		8	0	0	0
2	42	49	91		9	0	0	0
3	52	58	110		10	0	0	0
4	60	43	103		11	0	0	0
5	44	53	97		12	0	0	0
Total in Applying School:								586

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
8 % Asian
4 % Black or African American
5 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
81 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	12
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	19
(4)	Total number of students in the school as of October 1, 2009	578
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent limited English proficient students in the school: 1%
Total number of limited English proficient students in the school: 10
Number of languages represented, not including English: 10
Specify languages:

Chinese, Farsi, French, Japanese, Korean, Portuguese, Russian, Spanish, Swedish, and Vietnamese

9. Percent of students eligible for free/reduced-priced meals: 4%

Total number of students who qualify: 22

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 14%

Total number of students served: 82

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>10</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>24</u> Specific Learning Disability
<u>3</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>27</u>	<u>0</u>
Special resource teachers/specialists	<u>19</u>	<u>1</u>
Paraprofessionals	<u>17</u>	<u>0</u>
Support staff	<u>16</u>	<u>0</u>
Total number	<u>81</u>	<u>1</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	97%	97%	97%	97%	97%
Daily teacher attendance	95%	95%	96%	95%	96%
Teacher turnover rate	4%	8%	8%	9%	6%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size: _____

Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

Timber Ridge Elementary School is located in Cobb County, Georgia and opened its doors in 1990. Over the past 20 years Timber Ridge has maintained a tradition of excellence in education. Timber Ridge is positioned in an established community in Cobb County and has minimal student transiency and minimal fluctuation in enrollment numbers. Timber Ridge has a current enrollment of 584 students. The school serves students in kindergarten through fifth grade and houses two special needs preschool classes. In 2008, Timber Ridge was recognized as a Georgia School of Excellence in Academic Achievement. The tradition of excellence has led many families to move into the Timber Ridge attendance zone and to apply for transfers to the school through the Georgia House Bill 251.

The continued success of the school can be attributed to the staff, students, parents and community who are all dedicated to continuous improvement and student achievement. Our instructional staff members set high expectations for students as well as for themselves. Our mission statement reflects our true focus which is to be a positive place for learning where children and adults grow in knowledge, skills and respect. In addition to high academic standards we also expect our students to contribute to the school and community through projects that help our community and county. One example is our HOWL (Helping Others with Love) organization. The students in this club work tirelessly to support other schools in Cobb County as well as other organizations such as the homeless shelter and various animal shelters. Several character education programs serve to recognize students for demonstrating outstanding character traits. Students are recognized through the Increase the Peace program which is designed to deter bullying behaviors and to increase tolerance and acceptance among the students.

Parent involvement is a strong factor in the success of Timber Ridge Elementary School. Each year, the PTA receives state honors for their work. In recent years, the PTA has made it a priority to closely align their efforts to the academic program in place at Timber Ridge. Programs such as Adventures in Reading and Great Artists are now aligned with the Georgia Performance Standards for each grade level and the parent volunteers receive training before implementing the programs in the classrooms. Timber Ridge is fortunate to have parent volunteers who perform many jobs throughout the school in an effort to allow teachers to focus their time on providing quality instruction. Administrators attend PTA board meetings and meet periodically with the executive board members to maintain academic alignment.

The Timber Ridge Foundation plays an active role in the success of the school. The foundation was started in 2003 and has made a positive impact on the school. The foundation has provided extensive technology tools for the classrooms and has awarded individual teacher grants. The foundation funds a computer lab instructor each year. By sponsoring several after school programs such as chess, yoga, drama and brainy builders the Timber Ridge Foundation provides enrichment opportunities for students. The Foundation also sponsors a student art show each spring.

Close communication between school and home is vital to the success of Timber Ridge Elementary. The Timber Ridge Elementary website informs parents of school-wide events and provides parents with links to many helpful resources as well as teacher blogs and teacher email addresses. Teachers regularly update classroom blogs in order to provide parents with information about the curriculum and classroom activities. Parents also receive information about Timber Ridge events and important announcements through phone calls sent from the principal and email blasts from the PTA. Students take home school folders each Thursday which contain information from the school, PTA, and the Foundation. The Timber Ridge School Council also serves as a communication tool for the community.

The teachers at Timber Ridge Elementary strive to engage students in learning opportunities that utilize higher order thinking skills. Providing instruction that is differentiated to meet the learning needs of each student is also a top priority for the teachers at Timber Ridge. Administrators conduct frequent learning walks in order to monitor instruction. Learning walk data is collected for many factors including student

engagement, higher order thinking skills, evidence of learning, alignment with academic standards, differentiation and the use of technology. Data gathered during learning walks is shared with teachers throughout the school year to provide valuable feedback on the instructional practices observed. Learning walk data has shown a steady increase in all areas monitored.

Timber Ridge has maintained a strong academic tradition. Students consistently score high on nationally-normed and criterion-referenced tests. State rankings for the Criterion Referenced Competency Test (CRCT), consistently place Timber Ridge among the top schools in the state of Georgia. Again, Timber Ridge has consistently raised student achievement as recognized by the State of Georgia's Single Statewide Accountability System Awards. Timber Ridge received the following awards for achievement: 2005 Bronze Level, 2006 Silver Level, 2007 Gold Level, 2008 Platinum Level, 2009 Platinum Level and 2010 Platinum Level.

1. Assessment Results:

Timber Ridge students are assessed each year using the state mandated Criterion-Referenced Competency Test (CRCT). The test is administered to first and second grade students in the areas of reading, English language arts, and math. The test is administered to third, fourth and fifth grade students in the areas of reading, English language arts, math, science and social studies. The test is designed to assess the extent to which students have learned the skills and knowledge outlined in the Georgia Performance Standards (the state curriculum is also known as the GPS). The CRCT scaled scores are reported in three levels: Below 800 does not meet standards, 800 - 849 meets standards, 850 and above exceeds standards. More detailed information about the state of Georgia testing program can be found at http://www.gadoe.org/ci_testing.aspx

The curriculum used by the state of Georgia changed from Quality Core Curriculum (QCC) to the Georgia Performance Standards (GPS) from 2002 through 2006. Due to the staggered implementation dates it is difficult to compare scores in all areas over the past five years. However, analysis of the test data for Timber Ridge does reveal trends. When compared with similar schools both in Cobb County and throughout the state of Georgia, Timber Ridge students have consistently scored at high levels for all areas assessed on the CRCT.

On the reading test, the percentage of students either meeting or exceeding standards for the last five years has ranged from 94% to 100%. However, in the past three years the range narrowed to 98% through 100% of students either meeting or exceeding standards. Particularly noteworthy is the fact that the percentage of students exceeding standards has risen over the past five years. From 2008 through 2010 the rate of students exceeding standards in the area of reading has ranged from 65% to 80%.

In the area of math, the percentage of students either meeting or exceeding standards for the past five years has ranged from 94% to 100% as well. As the math curriculum changed from QCC to GPS lower math scores were seen throughout the state of Georgia. Timber Ridge students have consistently improved their performance in math achievement over the past three years. Again it is notable that the percentage of students exceeding standards has risen over the past five years. From 2008 through 2010 the rate of students exceeding standards in the area of math has ranged from 53% to 83%.

Students with disabilities are considered a subgroup at Timber Ridge. In the area of reading the percentage of students who meet or exceed standards has ranged from 69% to 100% over the past five years. However, from 2007 through 2010 that range narrowed to 92% to 100% which is a dramatic improvement. Similarly in the area of math the percentage of students with disabilities who meet or exceed standards has ranged from 65% to 100% over the past five years. However, from 2008 through 2010 that range narrowed to 85% to 100%.

2. Using Assessment Results:

Timber Ridge looks at all available data when making decisions that impact both student learning and school achievement. Teachers review all available data for students including standardized test data and local assessment data. Teachers maintain a data notebook which contains a data sheet for each student. Data is also recorded on data cards and housed in a central location in the school as well. The display of data cards provides a visual to assist teachers and administrators in tracking individual student progress. Data notebooks and cards are updated throughout the year as assessments are administered. Teachers meet monthly in data teams to review and discuss current levels of performance to create plans to assist any student who is struggling in any academic area. Teachers use all data to be able to differentiate instruction to meet the needs of all students.

Teachers make note of students who did not pass or barely passed the previous CRCT. Teachers create an individual plan to address areas of weakness for these students. These students are also given the opportunity to participate in an after school academic support program provided by Timber Ridge teachers. This provides an additional opportunity for students to receive individualized instruction.

Additionally, teachers note students who were close to exceeding standards on the CRCT. Particular attention is given to these students as well in order to help them achieve at a higher level. Teachers use this data to extend instruction for this group of students and challenge each to increase his or her achievement level.

Over the past four years, teachers at Timber Ridge have focused on differentiating instruction to meet the needs of all learners. In addition, teachers have participated in training to increase the higher order thinking levels (According to Bloom's Taxonomy) used by students and to increase student engagement in learning. Administrators do a large number of learning walks and monitor differentiation and the use of higher level thinking skills. This focus along with the use of data analysis has resulted in higher levels of student achievement. Teachers plan collaboratively at grade levels, with special education teachers, and with advanced learning program teachers to enrich the instruction provided to all students.

3. Communicating Assessment Results:

Timber Ridge staff members place great importance on meaningful communication about assessment results with parents. In the most recent school improvement survey parents have given high marks to the communication efforts of the staff of Timber Ridge Elementary School. Ninety-eight percent of parents agree that school keeps them informed of assessment results.

School assessment results are posted on the Cobb County web site as well as the Georgia Department of Education web site. The Timber Ridge web site provides links to both sources. Assessment results are also communicated to the PTA, Foundation board members, and members of the Timber Ridge School Council. In addition, all assessment results are reported on the annual School Strategic Plan which is posted on the local school web site as well as the Cobb County School District site. The School Strategic Plan is also shared verbally with the PTA, Foundation and Timber Ridge School Council.

Parents of all students receive individual score reports that describe their child's performance on each of the state mandated tests, including the CRCT for students in grades one through five, ITBS for third and fifth grade students, Georgia Writing Assessment results for third and fifth grade students and GKIDS results for kindergarten students. Parents are provided with interpretation guides for each assessment.

Teachers inform parents of local assessment results through progress reports, report cards and parent conferences. Formal and informal parent teacher conferences are scheduled throughout the school year. Conferences are frequently requested by both teachers and parents. Conferences surveys completed after formal parent teacher conferences reveal that 99% of parents who attend conferences feel they are positive and meaningful to the success of students.

4. Sharing Lessons Learned:

Timber Ridge staff members frequently share best practices with other schools. Timber Ridge teachers have been invited to share strategies for guided math, data teams, and differentiation with staff members at a number of schools in Cobb County. In addition, several teachers have served as presenters at Cobb County area trainings and at the Cobb County Leadership Academy for prospective administrators. Timber Ridge frequently hosts visiting teams from area schools. These visitors spend time in classroom at Timber Ridge in order to observe best practices and use of instructional strategies.

In 2008 Timber Ridge was recognized as a Georgia School of Excellence and as a result had a number of requests from both public and private schools to share best practices. Timber Ridge opened its doors to many visitors and provided opportunities for observations and meetings with grade level teams.

Timber Ridge works closely with both Kennesaw State University and Georgia State University to host practicum students, student teachers and students enrolled in reading and math classes in the education departments. Kennesaw State University sends between 15 and 20 students to Timber Ridge each semester. These students have the opportunity to learn from some of the best teachers. Students observe and work hand in hand with Timber Ridge teachers to learn best practices and use of effective instructional strategies. Both universities send numerous full time student teachers to Timber Ridge. The universities both consistently report that their students have meaningful learning experiences at Timber Ridge.

Timber Ridge administrators have both presented to other administrators at a number of Leadership Kick Off events, district wide administrator meetings, and Leadership Academy sessions. In addition, both administrators have been invited to participate in GAPSS reviews for a number of schools both in and outside of Cobb County School District.

1. Curriculum:

Georgia's curriculum has established performance standards as the basis for instruction in reading, language arts, mathematics, science, social studies, physical education, and the arts. Instruction is planned using the Georgia Performance Standards and the pacing guide of Cobb County School District. Student achievement data is reviewed in consideration for providing differentiated instruction in each classroom. Teachers use flexible grouping, differentiation, and many technology resources to support instruction. Teachers set and communicate high expectations for all students at Timber Ridge.

Reading and language arts instruction focuses on the integration of reading, writing, speaking and listening skills. Teachers in the lower grades address the GPS through the use of guided reading groups, language arts centers and the use of direct writing instruction. Students develop skills in both oral and independent reading. Core concepts are introduced to students in kindergarten and further developed through the elementary school years. This process allows students to develop the skills to comprehend and interpret texts, compose a variety of types of text, and effectively communicate information through a variety of presentation modes. The curriculum has a focus of reading across the curriculum and the teachers at Timber Ridge engage students in the use of higher order thinking skills to further enhance their reading skills.

The change from Quality Core Curriculum to the Georgia Performance Standards has brought an increase of rigor to the math curriculum. The GPS is designed to achieve a balance of concepts, skills and problem solving. The curriculum stresses concept development, problem solving skills, and computational skills. The curriculum encourages students to reason mathematically, use the language of mathematics, and make connections between mathematics and other content areas. The curriculum is divided into five content strands: number and operations, geometry, algebra, data analysis and probability, and problem solving.

The science curriculum is designed to allow students to explore various areas of earth science and biology throughout the elementary school years. Areas of focus include matter, force and motion, energy, diversity of life, cells, and the interdependence of life. The GPS is designed to introduce elementary school students to a variety of scientific topics and to science literacy. In the elementary school years students are also provided health instruction which focuses on teaching students about making decision to support personal well being and making healthy lifestyle choices.

Social studies content includes introducing students to the state of Georgia, U.S. History and the role of government. Students are encouraged make connections between current events and history. Students learn to make connections between the roles of the government and current events. Students learn about important individuals in U.S. history and are encouraged to consider multiple perspectives on the motives and actions of historic figures.

The fine arts curriculum is based on the National Standards for Arts Education. The Georgia Performance Standards support the arts by including rigor in the art and music standards for elementary students. The students are expected to create, perform and respond in both art and music classes. All students at Timber Ridge participate in an annual art show which is a showcase of artwork for both viewing and purchase. In addition, all students participate in a musical performance each school year. Students are also afforded the opportunity to participate in after school art club and chorus.

Physical education is an integral part of the total education of every child at Timber Ridge. Students develop health related fitness, physical competence in movement activities, cognitive understanding and positive attitudes towards fitness and physical activity. Students are encouraged to begin to make choices

that lead to healthy and physically active lifestyles. Students also receive health instruction through the science content area.

2. Reading/English:

Reading and language arts instruction focuses on the integration of reading, writing, speaking and listening skills. Teachers in the lower grades use a balanced literacy approach to address the standards which includes whole group, small group and individualized instruction. This incorporates the use of reading groups, language arts centers and the use of direct writing instruction. Students receive direct reading instruction based on their assessed level in guided reading groups. In guided reading groups students acquire skills in phonics, decoding, fluency and reading comprehension. Teachers also address the acquisition of reading skills through read aloud sessions and reading across the curriculum. As students move beyond acquisition of basic reading skills the instruction expands to include literature circles, novel studies and reading in the content areas. As in all other content areas teachers at Timber Ridge provide reading instruction that requires students to use higher order thinking skills.

Teachers analyze all available data to determine if students need additional instruction. Teachers administer individual reading assessments each grading period. The Developmental Reading Assessment (DRA) is used to make the determination if students are reading on grade level according to the Fountas and Pinnell reading scale. The assessment tool addresses decoding, fluency, and comprehension. If students are below the expected level for the specific grade then teachers develop a plan for instruction. Students who are below reading level are also brought up in a formal Response to Intervention monthly meeting where teams of teachers collaborate on ways to best meet the individual student's academic needs.

Teachers at Timber Ridge use strategies and methods such as guided reading and literature centers that are differentiated for a variety of academic levels. The use of these methods allows teachers to individualize instruction and best meet the individual needs of all learners at Timber Ridge. Decisions to implement alternative methods of instruction are made by considering all relevant data and collaboration to determine the best fit for individual students.

3. Mathematics:

The mathematics curriculum is designed to achieve a balance of concepts, skills and problem solving. The curriculum stresses concept development, problem solving skills, and computational skills. The curriculum encourages students to reason mathematically, use the language of mathematics, and make connections between mathematics and other content areas. Teachers at Timber Ridge utilize guided math instruction which includes whole group, small group, and individualized instruction in order to meet the individual academic needs of each student.

Teachers administer math formative assessments to students at the beginning of each grading period. In grade level teams, teachers analyze assessment data to determine what standards need to be given priority during the grading period. Students are given application level tasks in which they are required to use a variety of skills including computation, problem solving and data analysis.

Teachers also analyze data to determine individual students who are performing below grade level in the area of mathematics. If students are performing below grade level teachers develop a plan for instruction. Students who are below level in math are also brought up in a formal Response to Intervention monthly meeting where teams of teachers collaborate on ways to best meet the individual student's academic needs.

4. Additional Curriculum Area:

In the past five years teachers at Timber Ridge Elementary School have focused on the need for students to be technology literate in order to be prepared beyond elementary school. The Timber Ridge Foundation

assisted the school in the acquisition of a number of technology tools and resources for instructional use. Such resources include SMART boards, Airliner tablets, document cameras, LCD projectors, and a variety of software for use in instruction. In addition, the Foundation funds a instructor position for the computer lab. Students use the computer lab on a rotating basis and teachers are able to sign up for addition lab sessions as needed.

Students receive instruction in the use of basic computer skills such as keyboarding, power point, excel, use of internet for research purposes, and content specific programs as well. Students begin the acquisition of skills by using Scholastic Keys which is a child friendly version of commonly used computer programs. Teachers at Timber Ridge integrate technology into instruction consistently and recent learning walk data shows that technology is integrated into instruction 52% of the time.

5. Instructional Methods:

Differentiation is an expectation in every classroom at Timber Ridge Elementary School as teachers work to create innovative ways to meet the needs of all students. Teachers use individual student data and data team collaboration to design instruction that addresses content standards and uses a variety of strategies to meet the needs of individual learner differences and academic levels. Teachers review previous CRCT data, other standardized test data, and local school data to make determinations about the strengths and weaknesses of individual students.

Teachers administer formative assessments to students in all content areas. They utilize the results of the formative assessments to determine the focus of instruction and differentiation for each student. Teachers also administer summative assessments to determine the need to re-teach or to provide extension work. Teachers use a variety of assessment methods in order to ensure that all students have an opportunity to demonstrate their learning and mastery of the standards.

Students who fall below grade level are brought before the Response to Intervention Team. The team analyzes data and makes recommendations for goals and strategies for each student. Data is collected for the student and the team continues to review that data monthly. If a student does not make progress towards the specific goal the team may choose to refer the student for evaluation with the school psychologist or make a referral to the special education team.

6. Professional Development:

The Timber Ridge Elementary School professional development program is designed to support the School Strategic Plan and meet the individual training needs of staff members. Over the past four years the professional development program at Timber Ridge has been focused on differentiation, higher order thinking skills, student engagement and the use of technology. The student performance goal of the Timber Ridge School Strategic Plan is for students to be engaged in learning 90% of instructional time and to work at the higher levels of Bloom's 85% of the time. The focus of the professional development plan allows the staff and students to achieve that goal.

The school performance goal of the Timber Ridge School Strategic Plan is for teachers to collaborate in order to provide the use of common assessments, refine the use of instructional materials, and analyze data. Grade level teams meet frequently for collaborative planning and data analysis. Special education teachers also meet in grade level teams as well as separately as a special education team.

Integration of technology into instruction is also a focus of the professional development plan. Teachers are at various levels of proficiency with the use of technology. Professional development classes are provided at a variety of levels of technology use and on a variety of technology tools and programs. Teachers select the training session that best meets their individual needs. Early release days which are provided by the school district twice per year are used for planning and training in addition to the after school meetings already in place.

7. School Leadership:

School leadership is directed by the administrative team made up of the principal and assistant principal. The school follows the guidelines of the Georgia Keys for School Improvement. The school administrators work closely with the KEYS leadership team to determine ways to best meet the needs of the school. The KEYS leadership team also serves as the School Strategic Leadership Team. The leadership team meets monthly and in turn shares all information with his or her individual team. Information about the keys is available at http://www.gadoe.org/tss_school.aspx.

All staff members serve on one of four KEYS teams. These teams include: Curriculum and Instruction, School Climate, Technology and Media. The curriculum and instruction team along with the principal makes decisions about the use of curriculum materials and practices. A main focus of the team is the consistency of language and practices between grade levels. The school climate team ensures that staff members and parents alike feel positive about the communication and climate in the school. This team also plans and implements school celebrations for a variety of accomplishments. The technology team plans technology training for staff members, discusses new technology programs, and coordinates efforts with the Foundation to make wise purchases of materials. The technology team also plans the annual technology night showcase for parents. The media team makes recommendations for the purchase of books and other media materials to support instruction.

The principal and assistant principal conduct a large number of learning walks (approximately 1,200 per year) through the classrooms at Timber Ridge. The data collected supports the School Strategic Plan. The data collected from the walks conducted is shared with teachers each grading period as well as shared with the PTA, Foundation and School Council. Teachers set team goals for the upcoming grading period once the data is shared.

The administrators at Timber Ridge support and protect instructional time for teachers. Very few disruptions of any type are allowed during the school day. Teachers agree, as evidenced by the School Strategic Plan survey, that administrators are available and involved in helping them solve any problems and protect their instructional time. In the most recent school improvement survey 100% of staff members agreed that administrators are available to support teachers and visible to the staff and community. Administrators both meet with every staff member individually to set goals, monitor progress and provide support.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 1 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	98	99	99	99	99
Exceeds	74	73	66	56	72
Number of students tested	82	86	91	79	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 1 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education09

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	100	100	100	99
Exceeds	80	73	67	72	55
Number of students tested	82	86	91	79	87
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0		0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 2 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	98	100	98	96	99
Exceeds	72	77	52	34	74
Number of students tested	100	94	83	96	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	85	100	100	76	92
Exceeds	54	40	17	14	69
Number of students tested	13	10	12	14	13
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 2 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	100	99	99	99
Exceeds	75	81	72	78	84
Number of students tested	100	94	83	96	69
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	92	100	100	93	92
Exceeds	38	80	67	50	62
Number of students tested	13	10	12	14	13
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	97	99	98	99	100
Exceeds	82	79	71	78	80
Number of students tested	101	82	95	76	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	72	93	78	94	
Exceeds	59	60	59	50	
Number of students tested	17	15	17	16	
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	100	100	97	100
Exceeds	72	65	74	76	73
Number of students tested	101	82	95	76	60
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	100	100	100	94	
Exceeds	59	60	53	56	
Number of students tested	17	15	17	16	
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	97	95	95	99	90
Exceeds	65	53	58	64	38
Number of students tested	94	103	78	67	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	89	72	76	100	65
Exceeds	42	23	41	46	19
Number of students tested	19	22	17	13	26
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets + Exceeds	100				
Exceeds	73				
Number of students tested	11				
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	100	98	99	100	96
Exceeds	71	65	72	76	60
Number of students tested	94	103	78	67	101
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	100	95	94	100	92
Exceeds	58	36	65	62	27
Number of students tested	19	22	17	13	26
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets + Exceeds	100				
Exceeds	55				
Number of students tested	11				
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Georgia Criterion Referenced Test

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	99	10	94	94
Exceeds	83	83	77	63	72
Number of students tested	107	80	73	102	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	96	93	100	78	75
Exceeds	61	50	71	26	19
Number of students tested	23	14	17	27	16
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: G

Edition/Publication Year: 2005/2006/2007/2008/2009 Publisher: Georgia Department of Education

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	100	100	98	94
Exceeds	65	64	56	46	39
Number of students tested	107	80	73	102	78
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	96	100	100	93	69
Exceeds	43	43	35	19	56
Number of students tested	23	14	17	27	16
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6.					
Meets + Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	98	98	98	97	96
Exceeds	75	73	67	59	67
Number of students tested	484	432	420	420	395
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	86	89	89	87	77
Exceeds	54	43	47	34	35
Number of students tested	68	61	63	70	55
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets + Exceeds	100				
Exceeds	73				
Number of students tested	11				
NOTES:					

11GA7

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets + Exceeds	99	99	99	99	98
Exceeds	73	70	68	70	62
Number of students tested	484	432	420	420	395
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
2. African American Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets + Exceeds	97	99	99	99	98
Exceeds	50	55	55	47	48
Number of students tested	68	61	63	70	55
5. English Language Learner Students					
Meets + Exceeds					
Exceeds					
Number of students tested					
6. Asian					
Meets + Exceeds	100				
Exceeds	55				
Number of students tested	11				
NOTES:					

11GA7